Murwillumbah South Infants School
Annual School Report

2011
Our school at a glance

Students

The students at Murwillumbah South Infants School are an enthusiastic group of young people who are eager to learn and enjoy coming to school each day. Currently there are 16 students enrolled from Kindergarten to Year 2 in one roll class.

Staff

The staff at Murwillumbah South Infants School are dedicated professionals who have a vast range of experiences in the small school setting. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Murwillumbah South Infants School is a great school which aims to maximize the learning outcomes and opportunities for all students. Our school affords its students many experiences and opportunities that enrich their education. During 2011 we have implemented or initiated:

- Mathletics – ICT based numeracy program
- Connected Classroom Japanese Program
- DET School Swimming Scheme for the whole school
- Premier’s Sporting Challenge – Gold Award

Student achievement in 2011

The students attending Murwillumbah South Infants School consistently strive to achieve their personal best in all areas. Significant gains in Literacy and Numeracy were made in 2011. Students do not participate in external test measures.

Messages

Principal’s message

Our school has continued to have another brilliant year. The students, staff, parents and members of the wider community have actively strived to provide a wonderful learning environment for our school again this year.

2011 has been a year where we have seen numerous positive learning experiences at Murwillumbah South Infants School. Whilst Literacy and Numeracy are our core focus, the staff provided additional extracurricular experiences, which were enjoyed by the students. This included Harmony Day, Stewart House Concert, combined small school sporting events and various excursions. I thank the staff for their high level of dedication and commitment to student learning and well-being.

Throughout the year we have received generous support from a hard-working P & C. Their efforts are greatly appreciated by the school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brendan Quinn

P & C message

The P & C committee has been involved in a number of events and fundraising activities throughout the year. The main fundraiser for the school has continued to be our “Monday Munchies”. In Term 2, students were offered the opportunity to also purchase their lunch each Thursday, in addition to the Monday. Thank you to the staff who kindly offered to run this. In Term 2 a successful movie night was held and then in Term 4 the P & C hosted the SASS Staff Development Day.

During Term 1, the P & C purchased new roller blinds which were installed into the new Library/Connected Classroom. At the annual presentation afternoon, the P & C kindly donated a book prize to each student in the school, along with presenting a dictionary to each of the graduating Year 2 students.

We look forward to another great year in 2012.

Luke McVeigh, President P & C Association

Student representative’s message

We love coming to school because our teachers are caring and happy. They make learning fun for us and we are given lots of “hands-on” activities. We get to create lovely art and they take us on awesome excursions. We also love seeing our work up on display around the school. We will always remember our time here.

Amber Dhillon, Jaimee Buie, Lucy Tunsted, Jonah O'Loughlin, Mia Thurtell, Willum McVeigh and Thomas Wulff – Year 2 Representatives.
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile
The graph/chart below shows that our student attendance is lower than state rates and slightly higher than regional rates. Our attendance figures reflect a number of students requiring extensive sick leave during 2011.

Management of non-attendance
Being a small school, non-attendance of students is monitored closely by all staff at Murwillumbah South Infants School. Unless previously notified, after two consecutive days of being absent the students’ parents/guardians are contacted to ascertain the reason/s for their absence. Regular contact is maintained with parents. Parents of students with poorer attendance are interviewed and if an improvement in attendance is not identified, reports are made to the Home School Liaison Officer for further action.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes
Murwillumbah South Infants School has one composite K/1/2 Class.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

At Murwillumbah South Infants School we are committed to providing quality teaching and learning programs to all our students. Our teachers and support staff are professional, highly motivated and dynamic.

The focus of our work is to support quality teaching and learning programs and develop happy, motivated and successful learners.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.996</td>
</tr>
<tr>
<td>Total</td>
<td>2.406</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Indigenous staff members at Murwillumbah South Infants School.

Staff retention

There were no staffing changes during 2011. All staff remained in their current positions.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 6023.03
- Excursions: 960.00
- Extracurricular dissections: 568.64

Library: 1726.66
Training & development: 2123.74
Tied funds: 41194.31
Casual relief teachers: 1813.47
Administration & office: 13827.26
School-operated canteen: 0.00
Utilities: 7323.61
Maintenance: 8710.88
Trust accounts: 224.00
Capital programs: 6409.31
Total expenditure: 90904.91
Balance carried forward: 35408.64

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Inclusivity is a unique attribute of the school. All students are included in all school activities. This has built an atmosphere of cohesiveness and care for each other across the school.

Achievements

Arts

In 2012, Visual Arts was linked to the Languages Other Than English (LOTE) – Japanese Program. Origami hats were folded and decorated for individual self-portraits and were used for a Library mural with each life sized portrait holding a Koi no bori (fish kite).
Literacy was also linked to art with several projects. First, a painting and collage of the narrative Jack’s Adventure by Jack Prelutsky were created. Students used imagery from the narrative to sequence the events in the story. Then, using the poem, The Tree House by Alison Lester students were inspired to make sculptures of miniature tree houses with paddle pop and match sticks. For book week, students used clay to pinch a pony shape from the book Noni the Pony by Alison Lester and when dry painted it and added a tail. The Les Peterkin Portrait Prize, with the theme Different Places, Different Faces, took students on a journey into the library in search of imagery of characters and environments. These were then photocopied and each student created a unique story picture which was collaged and then enhanced with glitter. The works of five students were selected for the exhibition at the Tweed River Art Gallery. Congratulations to Daniel Wilson, Noah Bowden, Mia Thurtell, Amber Dhillon and Tyler Gamble. All students attended the gallery to view and discuss entries from the twenty regional schools that participated.

Once again MSIS participated in the Tweed Valley Banana Festival, which is a community event. Staff and students came along and marched as characters from The Wizard of Oz. Students also exhibited paper sculptures of crows in the window of Beverly’s on Main Street for the festival. A large and highly impressive display consisting of a selection of students’ art and literacy work samples was presented in the Pavilion at the showground for the duration of the Murwillumbah Show. The crows from The Wizard of Oz were also used by Show Pavilion Coordinator, Judy Monement, to add effect to their display in the entrance of the Pavilion. To coincide with the Archibald Portrait Prize being shown at the Tweed River Art Gallery students researched the paintings of Margaret Olley and produced a still life inspired by her work.

Dance, drama and music were all part of the performance to the music Cherry Blossom Storm for the Stewart House Concert in which local small schools participated. Students learnt drumming sequences, movements to the music and actions with props in impressive Japanese kimonos. Students had many practice sessions, dress rehearsals, makeup trials and their first stage experience. The students wowed the audience and their colourful performance was a huge success.

In Music, students were instructed by a volunteer Ukulele player and parent, Cameron Bowden. They learnt several chords and achieved a performance of two songs from the Ukulele for Beginners Program. In Dance, students explored movement to music and learnt several dances from Mike Jackson’s Rig-A-Jig-Jig Program.

**Sport**

Weekly sports and gross motor activities were held on Tuesday and Thursday afternoons.

In Term 1, students were thrilled to receive a visit from members of the Gold Coast Titans National Rugby League Team. As a part of their visit, the students were given lessons in ball handling skills from several of the Titans players. During Term 2, all students participated in an intensive five week gymnastics program run by qualified instructors from Movement Plus Gymnastics. The school joined with Tumbulgum Public School to participate in their annual picnic sports carnival. From this carnival, Year 2 student, Willum McVeigh was selected to represent our school at the district Small Schools’ Athletics Carnival at Cudgen. Willum was seven year boy champion at high jump. We also participated in the Small Schools Ball Games Carnival. During Term 3, all students participated in the DET School Swimming Scheme. We also had our own picnic sports day at school, which was a huge success. In Term 4, all students had the opportunity to participate in the NRL Infants Clinic, which was run by the NSW Country Rugby League.
The school undertook a range of activities in 2011 which enhanced the school’s image and provided students with improved learning opportunities. These initiatives included:

- Hosting of Bachelor of Education practicum students from the University of Southern Queensland
- The maintenance of our school vegetable garden which centered around our main activities for Education Week
- The enhancement of the school grounds through refurbishment, along with the addition of a new garden in front of our library, another in the staff car park and along the walkway into the school from the staff car park. During Term 3, our demountable was removed. This provided more playground space for all students.

### Significant programs and initiatives

#### Aboriginal education

Murwillumbah South Infants School is built on the traditional lands of the Bundjalung nation. At all assemblies and community events we acknowledge the original custodians of the land and our national anthem is sung to the sound of the didgeridoo.

Murwillumbah South Infants School values the importance of Aboriginal education for all students. The school incorporates Aboriginal perspectives across the key learning areas and the school’s Aboriginal Education Policy is regularly reviewed. Students and staff regularly participate in teaching and learning activities including excursions and workshops that focus on Aboriginal art, music, storytelling, traditions and culture.

This year we celebrated NAIDOC Week by listening to and joining in with Dreamtime stories. This was followed by students creating an artwork of a Dreamtime turtle.

#### Multicultural education

The school participated in ‘Harmony Day’ celebrations. This provided greater understanding and tolerance of multiculturalism for students, teachers and community members. Students participated in a fun day of activities focusing on the Philippines. This was led by community member, Mrs. Myrna Henkel.

Weekly Japanese language lessons were also provided to all students.

#### National Partnership programs

Murwillumbah South Infants School successfully completed its first year of the National Partnership program and a detailed review was held. Through the initiatives implemented, there has been an immense improvement in the learning outcomes of all students.

Mrs Tonia McLeod was employed to continue in the role of Student Learning Support Officer (SLSO). This initiative will continue in 2012 with Mrs McLeod as the SLSO.

#### Other programs

#### Priority Schools Program

The school was identified as a PSP participant for the 2010-2012 funding cycle. The school is well resourced. Our school benefits from PSP funding to improve literacy and numeracy outcomes for all students.

The PSP staffing supplement has been used in conjunction with PSP funds to provide learning support for targeted K-2 students through the establishment of small groups within the classroom structure. This enabled explicit teaching of literacy and numeracy.

#### Special Days

As a part of the HSIE “Workers in the Community” unit of work in Term 1, students went into town for an excursion. They visited the Murwillumbah Police Station, King Street Veterinary Clinic and Bakers Delight. Upon their return to school, students were treated to a visit from Paramedic, Grant Prendergast from the Murwillumbah Ambulance Station.

In Term 2, the school once again had a visit from the Murwillumbah Fire Brigade. The fire truck came into the school grounds and the students were provided with an opportunity to explore the truck and see the
fire hose in action! Firemen Phil and Hugh provided the students with important fire safety tips.

Early Term 3, students from Murwillumbah South Infants School were invited to join in with the students from Tumbulgum Public School at their annual picnic sports carnival. The sportsmanship shown by students from both schools was outstanding. A thoroughly enjoyable day was had by all.

In Term 4 the students went on an end of year excursion to the Tweed River Agricultural Show. In Science, students were studying a products and services unit of work titled, “From Here to There”. At the show the students saw local producers first hand. The children enjoyed watching sheep being shawn and cows being milked and discovered local produce and crafts in the pavilion. Every student in the school participated in creating artworks which formed the major display focus with corn plants and their roots around an old tractor.

A visit to the Macadamia Castle at Knockrow was an excursion highlight in 2011. This excursion tied in with our literacy theme on Australian animals. Students were provided with opportunities to pat and feed animals such as kangaroos, calves, sheep, goats and a wombat. Other highlights included patting a large lizard, seeing the snakes and playing a round of golf on the mini-golf course.

Progress on 2011 targets

**Target 1**

For all students to increase Term 1 K-2 Literacy Continuum cluster levels by at least two clusters by Term 4, Week 6.

Our achievements include:

- 80% of students exceeded this target with progress being, on average, growth of 3 cluster levels.
- 44% of Kindergarten students are reading independently at Reading Recovery Level 15 or higher.
- 56% of Kindergarten students are reading at Reading Recovery Levels 7 and 8.
- 50% of Year One students are reading at Reading Recovery Level 26 or higher.
- 100% of Year Two students are reading at Reading Recovery Level 26 or higher.

**Target 2**

For all students to increase Term 1 Numeracy Learning Framework in Number (SENA) so as stage commensurate by Term 4 Wk 6. (End of year levels vary per grade on LFIN)

Our achievements include:

- Whole school following the North Coast Mathematics Scope and Sequence in curriculum delivery.
- Current teaching practices were examined and evaluated leading to reduced teacher reliance on textbooks.
- Systematic tracking of student progress.
- 94% of students in K/1/2 were achieving relevant stage outcomes. Of those, 11% of students were working beyond stage outcomes.

**Target 3**

To increase the Development of Home, School and Community Partnerships as determined by the Priority Schools’ Reflection and Planning Matrix by one level.

Our achievements include:

- Parent surveys indicated considerable growth and a more strengthened home/school/community partnership.
- School activities were regularly highlighted in the local newspapers.
- Fortnightly assemblies were attended by approximately 61% of families and community members, which was fantastic. There was, on average, at least 10 family and/or community members present at each assembly.
- 100% of stakeholders believed that the school had increased at least one level in all seven strand areas of the matrix.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations on Community Engagement, along with Literacy and Numeracy.
Educational and management practice

Community Engagement

Background
In 2011 the school community was questioned in the form of a written survey on their views of levels of Community Engagement within our school community.

Findings and conclusions
• 93% of respondents strongly believe they feel welcome in the school.
• 93% of respondents believe that communication from the school pertaining to student performance is excellent.
• 86% of respondents felt that the school was ‘excellent’ in their approach towards continually looking at ways to improve everything they do.
• 93% of respondents felt that the school was ‘excellent’ at inviting and encouraging families to be involved in classroom and school activities.
• Overall, the levels of parent/community satisfaction in school communication and involvement were extremely high. This was an excellent result.

Future directions
The outstanding results shown above clearly show that a very high level of “Community Engagement” was achieved. Hence, this area is no longer required as a future direction in the school’s Management Plan.

Curriculum

Literacy and Numeracy

Background
In 2011 the school community was questioned in the form of a written survey on their views of Literacy and Numeracy within our school community.

Findings and conclusions
• 100% of teaching staff were aware of the K-6 literacy and numeracy syllabus and support documents, and the responsibility of all teachers to competently teach literacy and numeracy, as well as effectively documenting and registering this in their teaching programs.
• 100% of teaching staff identified the importance of integrating literacy across all Key Learning Areas.
• 100% of students believe that English is an important subject to learn.
• 100% of parents agreed that their child’s ability in reading, writing and spelling had improved.
• 100% of parents agreed that their child had grown in confidence with their Mathematical ability.
• 100% of students enjoyed the process of how Numeracy is taught in the class.

Future directions
The school will continue to pursue quality teaching opportunities for students, in addition to quality professional learning opportunities for staff. It was strongly agreed by parents and teachers that the integration of literacy into all Key Learning Areas is highly effective.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students:
Our teachers help us to make the right choices.
The staff is very kind and funny. They make sure we are safe.
We always learn in fun and interesting ways.

Parents:
The staff is dedicated in everything they do.
Students are provided with fun, quality learning opportunities from passionate educators.
It is a warm, family school that makes students feel welcome.

Staff:
Murwillumbah South Infants School is such an amazing educational facility for students to begin their schooling career. Students are continually provided with a solid foundation for life from all staff.
Our school has a happy, safe and nurturing environment where the students learn and grow under the caring guidance of all the staff. Murwillumbah South Infants School is a wonderful place to work.
An environment is provided where individual student learning is our focus. Each student’s learning style is catered for. Every student’s self-esteem and abilities blossom with engaging programs, games and experiences beyond the classroom.
Professional learning

Staff participated in a variety of professional learning opportunities. These included the Small School Professional Learning Network sessions, district training in the Best Start Kindergarten Assessment initiative, Literacy and Numeracy workshops, Women in Educational Leadership workshops and a Ralph Pirozzo Curriculum Differentiation workshop.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1

Outcome for 2012–2014

Enhanced student outcomes in literacy

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students at proficient standard from 43% in 2011 to 56% in 2012 NAPLAN reading and writing.
- Increase the percentage of Year 1 students matching the Reading Recovery Level 18 benchmark from 33.3% in 2011 to 57% in 2012.

Strategies to achieve these targets include:

- 2012 NAPLAN results will be analysed by staff using SMART data to inform the development of teaching programs.
- Year 1 students will be benchmarked twice per term using the PM Benchmark Kit. Student progress and achievement will be monitored using the Best Start Continuum.
- Student Learning Support Officer (SLSO) will work with independent students in literacy groups with teacher created learning experiences, thus providing more time for structured intense work for class teacher with identified groups/students.

School Priority 2

Outcome for 2012–2014

Enhanced student outcomes in numeracy

2012 Targets to achieve this outcome include:

- For all students to increase Term 1 Numeracy Learning Framework in Number (SENA) so students achieve stage appropriate outcomes by Term 4, Week 6.
- Increase the number of students achieving at or above minimum national standards in Numeracy for Year 3 from 43% in 2011 to 57% in 2012.

Strategies to achieve these targets include:

- Student Learning Support Officer (SLSO) will work with independent students in numeracy groups with teacher created learning experiences, thus providing more time for structured, intense work for class teacher with identified groups/students.
- 2012 NAPLAN results will be analysed by staff using SMART data.
- Numeracy tips and articles will be placed into the school newsletter on a regular basis.
- Each family provided with a school produced Numeracy information and explanation booklet.

School Priority 3

Outcome for 2012–2014

Engagement and Attainment / Leadership and Management

Targets to achieve this outcome include:

- Increase student attendance from an average of 90% in 2011 to 95% in 2012.
- Increase all staff by two dimensions in the Quality Teaching Framework.
- 100% of staff has Professional Learning Plans in place.

Strategies to achieve these targets include:

- Implement procedures to further decrease the number of unexplained absences and follow up strategies for absences from school.
- Implement the Aboriginal Education Policy and include strategies that enhance learning outcome for Aboriginal students in all Key Learning Areas.
- Opportunities provided for teachers to reflect on their teaching programs and practices to ensure implementation of the QTF for high student engagement. Principal to implement the QTF with teaching staff.
- Timetable individual staff discussions with the principal to discuss professional learning needs and school priorities.
- Professional learning to enhance teaching strategies.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Brendan Quinn  Principal
Francesca Yasukawa  Teacher
Desley Watterson  School Administrative Manager
Anna Walsh  P & C Representative

School contact information

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School Code: 5172

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Stewart House Concert – Cherry Blossom Storm

Book Week

Responsible Pet Ownership Program

Gardening – Environmental Education